Beech Grove Primary School – Special Educational Needs and Disabilities

*Engage, Enrich, Excel*

Reviewed: September 2026

Signed Headteacher:

Signed Chair of Governors:

Next review date: September 2027

This policy is intended to ensure consistency across the school in terms of Special Educational Needs and Disabilities.

**SEN Co-ordinator (SENCo):**
***Miss Sarah Eades***

**Contact Details:**
senco@beechgrove.somerset.sch.uk or 01823 662438

**SEN Governor:**
***Miss Alana Riley***

**Contact Details: ariley@beechgrove.somerset.sch.uk**

*At Beech Grove, we are committed to working in partnership with parents to provide an engaging and enriching educational experience for **all** our pupils so that they excel academically and acquire the knowledge and skills they need to confidently manage their own lives.*

## Aims

Our SEN policy aims to:

- explain how our school vision and values are embedded in our arrangements for pupils with special educational needs (SEN) and/or disabilities
- set out how our school supports and makes provision for all pupils including those with SEN and/or disabilities
- clarify the role and responsibilities of everyone involved in providing for pupils with SEN

## Legislation & Guidance

Our SEN policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

**They have a learning difficulty or disability if they have:**

- **A significantly greater difficulty in learning than the majority of others of the same age, or**
- **A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools**

(The SEND Code of Practice 2015)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Equality Act 2010 defines disability as **'…a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'**

(The Equality Act 2010 and Schools 2014)

## Identifying Special Educational Needs (SEN)

*At Beech Grove Primary School we **ENGAGE** pupils through a broad, balanced and inspiring curriculum. We support every pupil to **EXCEL**, regardless of what barriers or challenges they may face and are committed to building an inclusive school that raises aspirations for all.*

Early identification and response to SEN is vital for improving long term outcomes for pupils. At Beech Grove Primary School, regular assessments (both formal and informal) are undertaken throughout the academic year enabling the identification of any pupils who may be:

- progressing significantly slower than that of their peers starting from the same baseline
- failing to match or better their previous rate of progress
- failing to close the attainment gap between themselves and their peers
- widening the attainment gap

We also consider factors which may also impact pupil's progress and attainment:

- English as an Additional Language (EAL)
- Attendance and punctuality
- Mental health difficulties
- Bullying
- Bereavement
- Children with SEN and social care needs, including children in need
- Children in receipt of Pupil Premium (PP) funding
- Looked After Children/Previously Looked After Children (LAC/PLAC)
- Care leavers
- Children of service personnel
- Children in alternative provision
- Adverse Childhood Experiences (ACES) or Trauma
- Children who have SEN and are in hospital

We **respect** the views of pupils, parents/carers and staff and work together to ensure a holistic view of each pupil is taken, building on the strengths of the pupil and family, identifying and removing barriers which may limit pupil's progress and develop skills ensuring pupils shape their own futures and make a positive contribution to society.

We use the Somerset Graduated Response Tool, which sets out the barriers to learning that children and young people may have and the strategies and provisions that could be in place to support them. The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels. Further information can be found here:

https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/

Pupils are encouraged to take **responsibility** for their learning. Using a range of formative, summative and diagnostic assessments, pupils will understand their SMART (Specific, Measurable, Achievable, Realistic, Time Limited) outcomes that are planned and reviewed through Assess, Plan, Do, Review cycles (APDRs) and/or Pastoral Support Plans (PSPs). Celebrating success is a key part of our approach to teaching and learning.
Pupils experiencing appropriate challenges, planned for by their class teacher, develop **resilience**, which supports pupils finding ways to overcome problems they may encounter in life. Provision for all pupils is delivered through high quality teaching, including adaptations to the resources, environment or experiences they participate in. More targeted support may be needed for some pupils and this is delivered through small group intervention or 1 to 1 sessions. In addition, a small number of pupils require individual bespoke plans due to their complex and long-term special educational needs

*(see our annual SEN Information Report for more details https://beechgroveprimaryschool.org.uk/Policies/)*

Pupil's **aspirations** enable the staff at Beech Grove Primary School to develop a curriculum that enriches their educational experience. Responding to their interests ensures we can recognise and nurture talent through specialist teaching in art, music and sport. These aspirations are particularly important for those pupils with SEN as they often experience low self-esteem.

By having **courage** and speaking up when learning may be too difficult or not progressing in the way that we hope, pupils, parents/carers and staff can continue to make reasonable adjustments that will support pupil's development. Our next steps may include completing additional assessments to understanding pupil's strengths and needs, referring to outside agencies to develop a deeper understanding of each pupil's learning profile, seeking advice about strategies that may remove any barriers to learning, and developing targeted tracking to ensure pupil's can progress.

*(see our Assessment Policy for more details https://beechgroveprimaryschool.org.uk/Policies/ )*

As a school, **kindness** is key to understanding the challenges that any pupil may experience, particularly if they have any special educational needs. We use an emotional coaching approach to any behaviours that may be displayed, working together with families to utilise the many resources available to support pupils.

*(see our Behaviour and Positive Handling Policies for more details https://beechgroveprimaryschool.org.uk/Policies/ )*

## The Graduated Approach

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. School staff will refer to Somerset Graduated Response Tool https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/ and Beech Grove Whole School Provision Map https://beechgroveprimaryschool.org.uk/Information/Special-Needs-Local-Offer/

Where a pupil is not making the expected progress despite appropriate support they are identified as needing SEN Support. We use the four broad areas of SEN, described in the SEN Code of Practice (DfE 2015) to identify children's strengths and needs and take purposeful action so that all children have access to high quality education. These four areas are: Communication and Interaction, *for example, autistic spectrum disorder, speech and language difficulties,* Cognition and Learning, *for example, dyslexia, dyscalculia*, Social, Emotional and Mental Health difficulties, *for example, Attention Deficit Hyperactivity Disorder (ADHD), and* Sensory and/or Physical needs, *for example,*

*visual impairments, hearing impairments.*

The school takes action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. *This is known as the graduated approach.*

It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

## The Graduated Approach

**ASSESS:**

**Identifying a child/young person as needing SEN support, drawing on assessments and the individual development in comparison to their peers.**

In identifying a child as needing SEN support, the class teacher working with the SENCO, carry out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on other subject teachers' assessments
where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

**PLAN:**

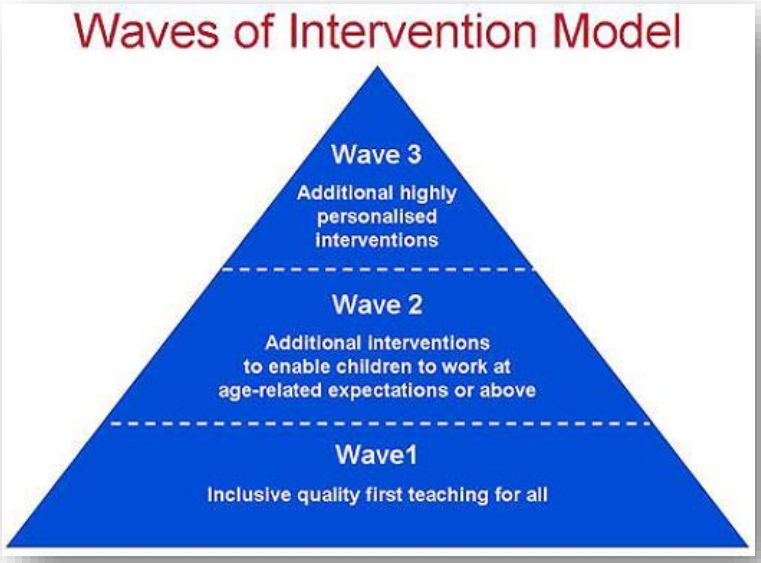
**Appropriate support and intervention provided to meet the identified outcomes for the child/young person.**

Where it is decided to provide a pupil with SEN support, the parents are formally notified, although parents will have already been involved in forming the assessment of needs. The teacher and the SENCO agree in consultation with the parent/carer and pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

**DO:**

**Multi-agency practitioners are responsible for implementing the agreed plan.**




The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

***Children and young people's needs are met using 3 levels of intervention, described as 'Waves of Support'***

Wave 1 describes quality inclusive teaching taking into account the needs of ALL the children/young people in the classroom. It includes differentiated work and creating an inclusive learning environment.

Wave 2 describes specific additional and time limited interventions provided for some children/young people who need help to accelerate their progress to enable them to work at or above age related expectations. They are often targeted as a group of children/young people with similar needs.

Wave 3 describes targeted provision for a minority of children/young people where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

*NB Some of what is offered at Wave 2 and Wave 3 will vary from school to school.*

Parents can see the full range of services available to children with SEN by visiting Somerset's Local Offer webpage at https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

**REVIEW:**

**Regular review of the effectiveness of support and interventions and their impact on the child/young person's progress.**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date.

The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

**This is a cycle of support, which continues until the needs of the child/ young person are met.**

**Education Health Care plans**

The majority of children and young people with SEN and disabilities will have their needs met by their local mainstream early years setting, school or college. However, for those with complex needs that cannot be met by the support put in place by their early years setting, school or college, an Education, Health and Care (EHC) Needs Assessment may be required to determine if an **Education, Health and Care** plan is required.

An EHC Needs Assessment may be required for children and young people with SEND aged 0 to 25 years if the following apply:

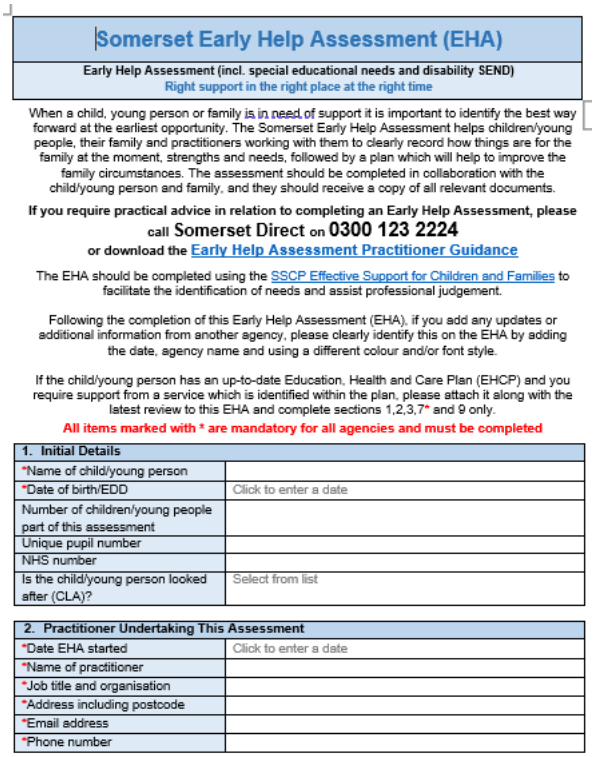
The child or young person:

- Has severe and/or complex long- term needs
- Requires provision and resources which are above those ordinarily available in their educational setting
- Requires intensive and longer- term help and support from more than one agency
- Is making limited or no educational progress despite evidence of high levels of support and purposeful interventions

Where a pupil has an **Education Health Care** plan (EHC plan), the plan is reviewed as a minimum every twelve months. The school co-operates with the local authority in the review process and, as part of the review, convenes and holds an annual review meeting.

## Managing Pupil's Needs on the SEN Register

At Beech Grove Primary School, once a pupil has been identified as having SEN they are added to our school information system (Arbor) forming our SEN register. Pupils on the SEN register will have **Assess, Plan, Do, Review cycles (APDRs)** which detail the SMART outcomes they are working towards and a summary of the provision they are receiving to support their progress towards these outcomes. These are reviewed each term with pupils and parents.



**Somerset Early Help Assessment (EHA)**

**Early Help Assessment (incl. special educational needs and disability SEND)**
Right support in the right place at the right time

When a child, young person or family is in need of support it is important to identify the best way forward at the earliest opportunity. The Somerset Early Help Assessment helps children/young people, their family and practitioners working with them to clearly record how things are for the family at the moment, strengths and needs, followed by a plan which will help to improve the family circumstances. The assessment should be completed in collaboration with the child/young person and family, and they should receive a copy of all relevant documents.

**If you require practical advice in relation to completing an Early Help Assessment, please call Somerset Direct on 0300 123 2224**
**or download the Early Help Assessment Practitioner Guidance**

The EHA should be completed using the SSCP Effective Support for Children and Families to facilitate the identification of needs and assist professional judgement.

Following the completion of this Early Help Assessment (EHA), if you add any updates or additional information from another agency, please clearly identify this on the EHA by adding the date, agency name and using a different colour and/or font style.

If the child/young person has an up-to-date Education, Health and Care Plan (EHCP) and you require support from a service which is identified within the plan, please attach it along with the latest review to this EHA and complete sections 1,2,3,7* and 9 only.

**All items marked with * are mandatory for all agencies and must be completed**

| 1. Initial Details | |
|---|---|
| *Name of child/young person | |
| *Date of birth/EDD | Click to enter a date |
| Number of children/young people part of this assessment | |
| Unique pupil number | |
| NHS number | |
| Is the child/young person looked after (CLA)? | Select from list |

| 2. Practitioner Undertaking This Assessment | |
|---|---|
| *Date EHA started | Click to enter a date |
| *Name of practitioner | |
| *Job title and organisation | |
| *Address including postcode | |
| *Email address | |
| *Phone number | |

If there is an immediate risk to a child/young person please call Somerset Direct on 0300 123 2224
*Somerset Early Help Assessment (EHA) 2025 – V1.0*
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If advice or support from services/agencies is needed to ensure the needs of pupil's are met, an Early Help Assessment (EHA) may be completed. This process centres on the views of pupils and parents/carers and summarises ***what is working well, what we are concerned about and what needs to happen next***. Once agreed, these agencies work closely with pupils, school staff and parents/carers to remove barriers to learning and improve outcomes for children.

Team around the Family/Child (TAF/TAC) meetings take place every half term/term to coordinate the advice from a range of professionals, reviewing outcomes regularly.

The type of provision provided for children is founded on the core standards which form part of Somerset's Local Offer. The SENCo adds to this document regularly, though it is the class teacher's responsibility to ensure this advice is actioned.

## Criteria for Exiting the SEN Register

If pupils no longer require provision that is different from or additional to that normally available to pupils of the same age, then they may be removed from the school SEN register. This will only be done in consultation with the pupil and their parents/carers.

## Supporting Pupils at School with Medical Conditions

The Children and Familiies Act 2014 places a duty on schools to make arrangements to support children with medical conditions.

At Beech Grove Primary School, we aim to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. We recognise that some pupils may have educational, social and emotional impacts associated with their medical conditions and work closely with pupils and parents/carers to ensure a holistic view of each pupil is gained and regularly reviewed. Pupils with medical conditions such as diabetes and epilepsy will have Individual Health Plans constructed with medical professionals. These are shared with all relevant staff.

Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010 or have SEN. The SEN Code of Practice is followed in this instance.

For more information please read our 'Supporting Pupils at School with Medical Conditions' policy which is informed by the DfE document Supporting Pupils at School with Medical Conditions (link below)

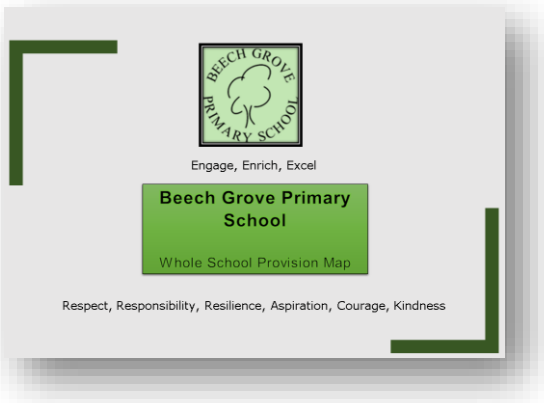
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

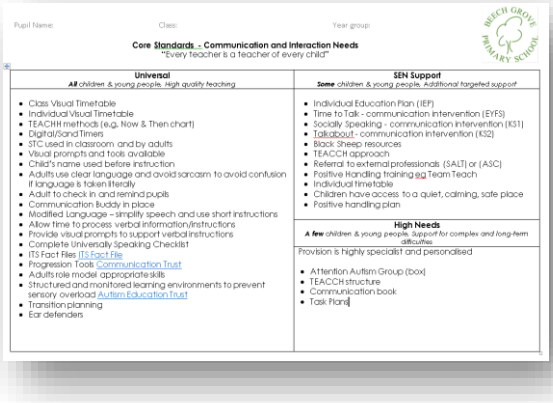
## Monioring & Evaluation of SEND

At Beech Grove Primary School, we are committed to reviewing the quality of our provision for all pupils. We do this through a variety of internal and external review process, including gathering pupil's and parent's views, pupil progress meetings, subject specific mentoring, school improvement visits. Our school SEN governor works closely with the SENCo and Senior Leadership Team (SLT) to construct and review the School Development Plan.

## Training & Resources

All mainstream schools are provided with resources to support pupils with additional needs, including pupils with SEN and disabilities, mostly determined by a local funding formula. Schools have an amount identified within their overall budget called the notional SEN budget and is used by the school to provide high quality support as detailed in our whole school provision map.





Pupil Name: Class: Year group:

BEECH GROVE PRIMARY SCHOOL

**Core Standards - Communication and Interaction Needs**
"Every teacher is a teacher of every child"

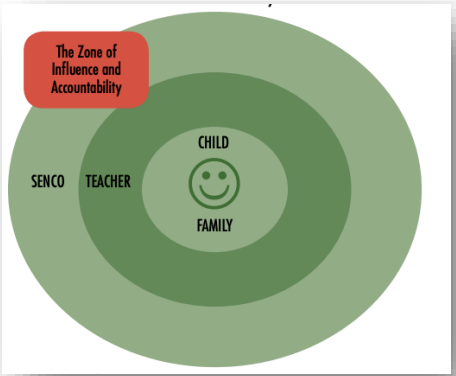
| Universal<br>*All children & young people, High quality teaching* | SEN Support<br>*Some children & young people, Additional targeted support* |
|---|---|
| • Class Visual Timetable<br>• Individual Visual Timetable<br>• TEACHH methods (e.g. Now & Then chart)<br>• Digital/Sand Timers<br>• STC used in classroom and by adults<br>• Visual prompts and tools available<br>• Child's name used before instruction<br>• Adults use clear language and avoid sarcasm to avoid confusion if language is taken literally<br>• Adult to check in and remind pupils<br>• Communication Buddy in place<br>• Modified Language – simplify speech and use short instructions<br>• Allow time to process verbal information/instructions<br>• Provide visual prompts to support verbal instructions<br>• Complete Universally Speaking Checklist<br>• ITS Fact Files ITS Fact File<br>• Progression Tools Communication Trust<br>• Adults role model appropriate skills<br>• Structured and monitored learning environments to prevent sensory overload Autism Education Trust<br>• Transition planning<br>• Ear defenders | • Individual Education Plan (IEP)<br>• Time to Talk - communication intervention (EYFS)<br>• Socially Speaking - communication intervention (KS1)<br>• Talkabout - communication intervention (KS2)<br>• Black Sheep resources<br>• TEACCH approach<br>• Referral to external professionals (SALT) or (ASC)<br>• Positive Handling training eg Team Teach<br>• Individual timetable<br>• Children have access to a quiet, calming, safe place<br>• Positive handling plan<br><br>**High Needs**<br>*A few children & young people, Support for complex and long-term difficulties*<br>Provision is highly specialist and personalised<br>• Attention Autism Group (box)<br>• TEACCH structure<br>• Communication book<br>• Task Planil |

In order to provide high quality provision for the pupils at Beech Grove Primary School, we provide regular training for staff, linked to our priorities from our school development plan and SEN action plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In addition, the SENCo attends the Local Authority (LA) SENCo network meetings in order to keep up to date with local and national updates in SEND. The SENCo also attends half termly 'cluster' SENCo meetings identifying local training needs and commissioning services to meet the needs of local schools and communities.

## Accessibility

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' (DfE 2014)




The Act places a duty on all schools and LAs to carry out accessibility planning for disabled pupils aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils

For more information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

At Beech Grove Primary School, our Accessibility Plan is reviewed every 3 years.

For more information contact the SENCo via senco@beechgrove.somerset.sch.uk

## Roles and Responsibilities

*'Additional intervention and support cannot compensate for a lack of good quality teaching.'*
*(SEN and The Graduated Approach 2014)*

To ensure all pupils make good progress the responsibility begins with class teachers.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

In addition, Beech Grove Primary School has a named SENCO: **Miss Sarah Eades** who is a qualified teacher and has completed the National Award for Special Education Needs.

The SENCO's role includes:

- Working with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision for the school
- Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care (EHC) plans
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEN up to date

Beech Grove Primary School also has a named SEN governor: **Miss Alana Riley**

The SEN governor's role includes:

- Helping to raise awareness of SEN issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Working with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Beech Grove Primary School head teacher is **Miss Claire Joyce** and alongside the SENCO and SEN governor determines the strategic development of the SEN policy and provision in the school. Miss Joyce also has overall responsibility for the provision and progress of learners with SEN and/or a disability.

## Storing & Managing Information

All information about pupils at Beech Grove Primary School is stored securely on our school information management system (Abour) which is password protected. In addition, electronic records including care plans, medical reports, and/or IEPs are stored on the school system in individual pupil folders. Paper copies are also held in the relevant class SEN folder. All information is passed on to new settings as part of our transfer process.

All information is stored securely following GDPR guidelines.

## Complaints

We understand that there may be feedback that parents/carers wish to make about the practice at Beech Grove Primary School, and encourage constructive feedback that helps improve outcomes for pupils. We would always encourage parents/carers to share this with class teachers and./or the SENCo. We also understand that disputes may not be resolved in this way and encourage parents/carers to follow the school complaints procedure (see our complaints policy for more details) https://beechgroveprimaryschool.org.uk/docs/Complaints.pdf